

SECRETARY OF STATE'S EDUCATIONAL OUTREACH PROGRAM

2003 PROGRAM: LOUISIANA HISTORY

*PENS TO PARCHMENT:
A TRIBUTE TO THE LOUISIANA PURCHASE: 1803-2003*



A Teacher's Guide

developed by
Louisiana's Old State Capitol
Education Department

STATE OF LOUISIANA
SECRETARY OF STATE
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Dear Educator:

I would like to thank you and say how happy I am to see you interested in Louisiana's Old State Capitol, Center for Political and Governmental History. I would also like to provide you with the second part of the Secretary of State's Educational Outreach Program, which focuses on the history of our state, specifically the Louisiana Purchase. A new high definition production at the Old State Capitol entitled *Pens to Parchment* reinforces the importance of this historic transaction to our nation.

I encourage you to visit the museum and experience the new exhibitions relative to the Louisiana Purchase. The lessons in this curriculum will allow your students to visit the Old State Capitol prepared to appreciate the full impact of these exhibits. We think you will find the lessons especially helpful because relevant content standards and benchmarks are included. We encourage you to plan your visit by orienting your students with the exhibits and the lessons in this curriculum.

There is something for everyone at the Old State Capitol, and we look forward to your visit. I encourage you to find more information about the Old State Capitol's educational opportunities on our website at www.sec.state.la/osc. If you have any questions, please call 225-342-0500 or 1-800-488-2968.

Sincerely,

W. Fox McKeithen

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LOUISIANA CONTENT STANDARDS

While this project will be especially beneficial to social studies teachers, we feel it can easily cross into other curricula as well. In an attempt to encourage participation across the curriculum, we have provided Louisiana's Department of Education standards and benchmarks from various subject areas. Each standard is listed with a sample activity.

Subject Area	Louisiana's Content Standards	Sample Classroom Activity
Social Studies	<p>Civics Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship</p> <p>History Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.</p>	<p>Players of the Louisiana Purchase (pg. 5)</p> <p>Geographic Importance of the Louisiana Purchase (pg. 7)</p> <p>Exploration of the Louisiana Purchase Territory (pg. 10)</p>
Language Arts	<p>Standard One Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</p> <p>Standard Five Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</p>	<p>Players of the Louisiana Purchase (pg. 5)</p> <p>Geographic Importance of the Louisiana Purchase (pg. 7)</p> <p>Exploration of the Louisiana Purchase Territory (pg. 10)</p>
Art	<p>Creative Expression Students develop creatively through the application of knowledge, ideas, skills, and organizational abilities.</p>	<p>Activity #2 (pg. 15)</p>
Math	<p>Number and Number Relations In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationship within that system using a variety of techniques and tools.</p>	<p>Exploration of the Louisiana Purchase Territory (pg. 10)</p>
Science	<p>Science and the Environment In learning environmental science, students develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>	<p>Geographic Importance of the Louisiana Purchase (pg. 7)</p>

Pens to Parchments:
A Tribute to the Louisiana Purchase
Curriculum Guide

The purpose of this guide and the supplemental video is to enrich your classroom studies. Please adapt the following lessons to your classroom needs.

Pens to Parchment:
A Tribute to the Louisiana Purchase
Lesson Plans and Activities

Players of the Louisiana Purchase
(Grades 5-12)

Geographic Importance of the Louisiana Purchase
(Grades 5-8)

Exploration of the Louisiana Purchase Territory
(Grades 5-12)

PLAYERS OF THE LOUISIANA PURCHASE (GRADES 5-12)

Introduction

The Louisiana Purchase was a deal that came about from a series of interrelated factors, which, when seen together, makes sense for all those involved. One of the most significant aspects of this deal is that it was a peaceful transfer of a massive amount of territory. Historically, such transfers of territory occur after war and conquest. But for the United States and France to both achieve their aims in the Purchase shows the skill of the negotiators and the willingness of the leaders of these countries to cooperate peacefully.

For the United States, the Purchase solved a major problem: access to the Mississippi River and the Port of New Orleans. The United States also benefited from new lands to settle and the massive natural resources of the Purchase Territory. A major problem for France was also solved: financing an expensive war in Europe. Louisiana was becoming a burden for France to administrate and defend, and the war was draining the treasury. The Purchase was an opportunity for a win-win scenario.

The entire affair started in 1800 with an agreement between Spain and France called the Treaty of San Ildefonso. Spain agreed to transfer control of Louisiana to France as long as France agreed to never give Louisiana away to a third party. France now held Louisiana, but allowed Spanish officials to administrate the territory. In 1802 these officials closed the Port of Orleans to the United States, closing the Mississippi River to American use. Without access to the largest river on the continent, the United States was at a major trade and expansion disadvantage. President Thomas Jefferson decided it was time to take action, and secure New Orleans for the United States. Jefferson sent diplomats Robert Livingston and James Monroe to France with instructions to attempt to purchase New Orleans from France.

In France, Livingston and Monroe met with French representatives Charles Talleyrand and Marquis Francois de Barbe-Marbois. The Americans were surprised to learn that Napoleon was offering to sell not only New Orleans, but the entire Louisiana Territory to them. The problem for Livingston and Monroe was that Napoleon was asking for much more money than Jefferson had authorized them to spend. This was a critical point in the negotiation. Livingston and Monroe agreed to a price of \$15 million for the huge Louisiana territory... and signed the deal. A treaty of cession was signed on April 30, 1803 in France.

Back home, Jefferson had a new problem on his hands. The Constitution provided no clear example for the legality of the Louisiana Purchase, and certain lawmakers actually opposed the acquisition of Louisiana. In the end, Congress approved the deal in October of 1803, believing the advantages of owning Louisiana far outweighed its price tag.

Louisiana was officially transferred to the United States in New Orleans in December of 1803. Napoleon was able to use the money received from the deal to continue his wars of conquest in Europe, and America possessed a new frontier to explore and use in its growth as a world power. In the end, the United States is seen as a big winner in this event, as Napoleon was soon out of power in 1815. France's funds from the sale were spent in warfare. The United States, however, bought nearly limitless natural resources and land for 15 states with the stroke of a pen.

Subject

History - Language Arts

Goal/Rationale

Students will understand the roles and motivations of the key players involved in the acquisition of Louisiana by the United States.

History Standard:

Students develop a sense of historic time and historical perspective as they study the history of their community, state, nation and world.

Louisiana Benchmarks

Grades 5-8, Historical Thinking Skills

H-1A-M3 Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history

H-1A-M4 Analyzing historical data using primary and secondary sources

H-1A-M6 Conducting research in efforts to answer historical questions

Grades 9-12, Historical Thinking Skills

H-1A-H2 Explaining and analyzing events, ideas, and issues within a historical context

H-1A-H3 Interpreting and evaluating the historical evidence presented in primary and secondary sources

H-1A-H4 Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

H-1A-H5 Conducting research in efforts to analyze historical questions and issues

Objective

Students will

- Identify the roles that Thomas Jefferson, Napoleon Bonaparte, Robert Livingston, James Monroe, Charles Tallyrand, and Marquis Francois de Barbe-Marbois played in the acquisition of Louisiana by the United States

Materials

Paper, pencils

Lesson Directions

1. Divide the class into 6 groups.
2. Allow each groups to study and research the role of one of the major figures in the Louisiana Purchase transaction.
3. The teacher should assist and monitor the research.
4. Ask each group to present its research findings to the class and have them use visual aides during their presentation.
5. Permit the students to construct pop quizzes with visual aids in order to answer “Who is this and what role did he play in the acquisition of Louisiana?”

Assessment

1. Grade pop quizzes and give papers back to the students.
2. Ask individual students to identify the men and the roles they played in the acquisition of the Louisiana Purchase.

GEOGRAPHIC IMPORTANCE OF THE LOUISIANA PURCHASE

GRADES 5-8

Adapted from a lesson plan designed by Alexander Reed

Introduction

When the Louisiana Purchase became official in 1803, there was still a great deal unknown about the land which was just purchased. President Jefferson dispatched Lewis and Clark's Corps of Discovery to explore the mighty wilderness of the Purchase Territory in 1804.

The entire expedition was financed with \$2,500 from Congress. Jefferson chose his secretary, Meriwether Lewis, and his friend, William Clark, to lead the journey. Both were military veterans and had the unusual job of exploring U.S. territory in the name of the U.S.

Their job was threefold: map the new territory, evaluate its worth in resources and meet the people of the West. In May of 1804, the Corps started up the Missouri and began meeting with the native tribes of the area. On October 26 they reached the camps of the Mandan Indians.

On a site close to present-day Stanton, N.D., the explorers built Fort Mandan and spent the winter. It was here that they hired Toussaint Charbonneau, a French interpreter, and his Indian wife, Sacagawea, the sister of a Shoshone chief. While at Fort Mandan, Sacagawea gave birth to a baby boy. This did not stop her from participating in the group. She carried the child on her back for the rest of the trip. As an Indian interpreter she proved invaluable.

In the spring of 1805, the keelboat was sent back to St. Louis with dispatches for President Jefferson and with natural history specimens. Meanwhile, canoes had been built. On April 7 the party continued up the Missouri. On April 26 it passed the mouth of the Yellowstone, and on June 13 reached the Great Falls of the Missouri. Carrying the laden canoes 16 miles (25 kilometers) around the falls caused a month's delay. On July 13 the canoes were launched again above the falls. On the 25th the expedition reached Three Forks, where three rivers join to form the Missouri. They named the rivers the Madison, the Jefferson, and the Gallatin.

For some time the explorers had been within sight of the Rocky Mountains. Crossing them was to be the hardest part of the journey. They decided to follow the largest of the three forks, the Jefferson.

They were now in the country of the Shoshone, Sacagawea's people. Sacagawea eagerly watched for her tribe, but it was Lewis who found them. The chief turned out to be Sacagawea's brother. He provided the party with guides and horses for the difficult crossing of the lofty Bitterroot Range.

After crossing the divide late in September, they reached a point on the Clearwater River where they were able to proceed by water.

On November 7, 1805, Clark wrote in his journal, "Great joy in camp," for after a journey of over 18 months, the Pacific Ocean was within view. On the Pacific shore, near the mouth of the Columbia, they built a stockade, Fort Clatsop. There they spent the winter. On March 23, 1806, the entire party started back. On June 24, with 66 horses, they began to cross the mountains. In the Bitterroot Valley the two leaders separated to learn more about the country.

Clark headed for the Yellowstone River and followed it to the Missouri. Lewis, with nine men, struck off toward the northeast to explore a branch of the Missouri that he named the Marias. On this trip he had a skirmish with Indians, the only one of the entire journey. Later, while out hunting, he was accidentally shot by one of his own men. He recovered after the party was reunited and had stopped at Fort Mandan. There they left Sacagawea and her family. The party reached St. Louis on September 23, 1806. Their arrival caused great rejoicing, for they had been believed dead. They had been gone two years, four months, and nine days, and had traveled about 6,000 miles (9,650 kilometers). Lewis and Clark brought back much new material for map makers and specimens of previously unknown wildlife. American settlers and traders soon began to travel over the route they had blazed. The expedition also provided

useful support for the United States claim to the Oregon country.

Subject

Social Studies - Language Arts

Goal/Rationale

Students will understand the historical and geographical importance of the Louisiana Purchase Territory to the United States of America.

History Standard:

Students develop a sense of historic time and historical perspective as they study the history of their community, state, nation and world.

Geography Standard:

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Louisiana Benchmarks

Grades 5-8, Historical Thinking Skills

H-1A-M4 Analyzing historical data using primary and secondary sources

H-1A-M6 Conducting research in efforts to answer historical questions

Grades 5-8, The World in Spatial Terms

G-1A-M2 Interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns

G-1A-M3 Organizing and displaying information about the location of geographic features and places by using mental mapping skills

Grades 5-8, Places and Regions

G-1B-M2 Identifying and describing significant physical features that have influenced historical events

Objective

Students will

- Read, interpret, and prepare maps, charts, graphs and other visual representations to understand the geographic relationships of the Louisiana Purchase Territory
- Write an informative essay after interpretation of several geographic characteristics

Materials

Atlas of the United States

Overhead with Transparencies

Colored pencils/crayons/pens

Writing Paper

Lesson Directions

1. Introduce lesson by reviewing the aspects surrounding the Louisiana Purchase.
2. Call on students to help explain the historical significance of the Louisiana Purchase and the major reasons why Thomas Jefferson made the purchase.

3. Set the stage for the main idea of the lesson, which surrounds the idea of the available resources in the Louisiana Purchase. One can role play the scene that the students have been directed by Thomas Jefferson to look into the geographic aspects of the Louisiana Purchase and report back to him. Remember the students will be writing a letter to Thomas Jefferson to report the analysis.
4. Once the introduction is complete, divide class into 4 students per group and hand out maps of the Louisiana Purchase, colored pens/pencils and distribute copies of an atlas to each student.
5. Assign each expert group a geographic aspect (Climate, Vegetation, River Systems, and Topography) and begin to explain to the class what they will be looking for.
6. Directions will vary for each group, but the main idea is that each group should locate their specific geographic aspect within the Louisiana Purchase. THE RIVER GROUP: Will draw the major river systems in the Louisiana Purchase using a blue pen. THE VEGETATION GROUP: Will summarize the major vegetation areas in the Louisiana Purchase and label these areas with a colored pen and make a key to designate each area using different colors to designate vegetation types. THE TOPOGRAPHY GROUP: Will locate high land (Mountains, Bluffs, etc.) and low land and use colored pencils to locate and designate these areas with a key. THE CLIMATE GROUP: Will use colored pencils to designate different climate regions in the Louisiana Purchase and make a key to label the major climate regions.
7. Now allow each group to come up with an understanding of their specific geographic aspect and be prepared to share this information with other students. Direct the students to write their findings and conclusions on the back of their map. This can be used for a quick learning probe and can be a form of assessment.
8. Subdivide to create new groups so that one member from each expert group is represented in every new group. A group of 4 students will contain one member for each geographic aspect (1 Climate, 1 River, 1 Vegetation, 1 Topography).
9. Each expert will inform the other students about their particular map and aspect. Students will begin to form conclusions about the newly purchased Louisiana region in terms of its physical geography.
10. Students will use the conclusions of their discussions to write a letter to Thomas Jefferson giving their analysis of the newly purchased Louisiana region in terms of its physical geography.

Assessment

1. Check accuracy of maps.
2. Check accuracy of conclusions written on back of maps.
3. Grade letters written to Thomas Jefferson.

Extensions

1. This activity can be a great lead into the history of the U.S. for the time period of the Louisiana Purchase and for the tasks of Lewis and Clark.
2. This can also lead into a discussion of the Constitutionality of the Louisiana Purchase.

The Exploration of the Louisiana Purchase Territory

Grades 5-12

Introduction:

When the Louisiana Purchase became official in 1803, there was still a great deal unknown about the land which was just purchased. President Jefferson dispatched Lewis and Clark's Corps of Discovery to explore the mighty wilderness of the Purchase Territory in 1804.

The entire expedition was financed with \$2,500 from Congress. Jefferson chose his secretary, Meriwether Lewis, and his friend, William Clark, to lead the journey. Both were military veterans and had the unusual job of exploring U.S. territory in the name of the U.S.

Their job was threefold: map the new territory, evaluate its worth in resources and meet the people of the West. In May of 1804, the Corps started up the Missouri and began meeting with the native tribes of the area.

The expedition spent the winter of 1804 in North Dakota, building a place called Fort Mandan. Lewis hired a French interpreter and his Indian wife, Sacagawea, to help guide the expedition. Sacagawea gave birth to a child that winter, and took the child along for the remainder of the trip. Sacagawea proved invaluable when meeting new native tribes and understanding their languages and customs.

When spring arrived, the party continued up the Missouri river, sending dispatches back to St. Louis, including samples of plants and other samples of resources. In April of 1805, the expedition passed the mouth of the Yellowstone. In June, the group reached a major goal, finding the three rivers which merge into the Missouri, naming them the Madison, the Jefferson, and the Gallatin. Lewis and Clark followed the Jefferson River across the Rocky Mountains.

On the other side of the mountain, the expedition met Sacagawea's people, the Shoshone. The Shoshone helped the party cross the Bitterroot Range. By September, the Lewis and Clark expedition had reached the Continental Divide, and the rivers began flowing west to the Pacific.

The explorers followed the westward-flowing rivers to the Pacific Ocean, reaching the Pacific on November 7, 1805. On the coast of the Pacific, Lewis and Clark built Fort Clatsop, and wintered there near the mouth of the Columbia River.

In March of 1806, the expedition began the journey home. Lewis and Clark decided to part ways in the Bitterroot Valley, and explored on their own. Clark took the Yellowstone River back to the Missouri; Lewis explored a branch of the Missouri called the Marias. Sacagawea and Lewis parted ways in Fort Mandan later that year.

The party returned to St. Louis on September 23, 1806 to a warm welcome. The Corps of Discovery had explored more than 6,000 miles of territory on their incredible journey.

Subject:

History- Geography- Language Arts

Goal/Rationale:

In this lesson, students will plan a modern trip along the route followed by Lewis and Clark and understand the difficulties and importance of the journey in mapping the Louisiana Purchase Territory.

History Standard:

Students develop a sense of historic time and historical perspective as they study the history of their community, state, nation and world.

Geography Standard:

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Louisiana Benchmarks

Grades 5-8, Historical Thinking Skills

H-1A-M3 Analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history

H-1A-M4 Analyzing historical data using primary and secondary sources

H-1A-M6 Conducting research in efforts to answer historical questions

Grades 5-8, The World in Spatial Terms

G-1A-M2 Interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.

Grades 5-8, Places and Regions

G-1B-M2 Identifying and describing significant physical features that have influenced historical events.

Grades 9-12, Historical Thinking Skills

H-1A-H2 Explaining and analyzing events, ideas, and issues within a historical context

H-1A-H3 Interpreting and evaluating the historical evidence presented in primary and secondary sources

H-1A-H4 Utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

H-1A-H5 Conducting research in efforts to analyze historical questions and issues

Grades, 9-12, The World in Spatial Terms

G-1A-H1 Using geographic representations, tools, and technologies to explain, analyze, and solve geographic problems

Grades, 9-12, Places and Regions

G-1B-H2 Analyzing the ways in which physical and human characteristics of places and regions have affected historical events

Objectives:

Students will:

- Become familiar with the route of the Corps of Discovery and locate it on a modern United States map
- Use Internet resources to plan a detailed itinerary to visit sites that Lewis and Clark encountered during their trip

Materials:

Per student:

Copies of journals of Lewis and Clark (see bibliography); notebooks; pencils

Per group:

Highway maps of western United States; information about Lewis and Clark's expedition, colored markers, map showing state and national boundaries in 1804 and the Louisiana Purchase

Description:

1. List places visited by Lewis and Clark and categorize them as natural landmarks, native villages, sites of special events, pioneer outposts, etc. Mark these sites on a map of the western United States. Mark state boundaries and the western boundary of the United States as they were before the Louisiana Purchase.
2. Referring to Lewis and Clark's report, summarize their weekly progress, marking the map as well as possible. Use symbols for special places: important natural landmarks, the place where they met Sacagawea, major camp sites, major obstacles, sites where friendly natives provided important help, places where they suffered especially bad weather, places where they changed from river to overland travel, etc. Indicate the boundaries of native cultures along their route.
3. Plan a current trip along part of the route of Lewis and Clark. How far can you travel in a week? What obstacles will you face? Where will you replenish your supplies? What will you take? How many are in your party, and what are each one's responsibilities? How much will this cost? How will you pay for the trip? What can you accomplish on this trip?
4. Keep a journal as if you were with the Lewis and Clark expedition for one week. Include feelings, experiences, discoveries, people met, etc. You may refer to events described for the time period selected.

Assessment:

Students will be evaluated based on performances in class, engagement in the activity as discerned by teacher during "walk-around" observation, completion of their trip plan, and evaluations done by the other members of their group.

**Tour the Louisiana Purchase Exhibitions at
Louisiana's Old State Capitol
Activity #1
K-12**

While visiting the Old State Capitol, teachers and students will see a variety of exhibits featuring artifacts reflecting Louisiana's rich cultural heritage and colorful political past. Below is a sampling of the highlights you will find in our exhibit rooms focusing on the Louisiana Purchase.

Louisiana Purchase Documents

Award winning exhibition which chronicles the history of the Louisiana Purchase through maps, documents and texts. Includes original documents of the Louisiana Purchase, courtesy of the National Archives, on display through May, 2003.

Pens to Parchment: A Tribute to the Louisiana Purchase Video

A high definition program chronicling the history and importance of the Louisiana Purchase. Shown in the 1882 House Chamber of the Old State Capitol.

Claiborne Exhibit

Exhibit highlighting the first territorial and statehood governor of Louisiana. Special attention is made to his role in accepting the transfer of the Purchase in New Orleans with General James Wilkinson.

Jeffersonian Drawing Room

Period room designed by Fetzner Interiors.

West Florida Republic Documents

Original documents relating to the West Florida Republic, an area comprising the current Florida Parishes which was separate from the Louisiana Purchase in 1803 and annexed into Louisiana in 1812.

Visiting the Museum

Reservations

Reservations are required for a visit to the Old State Capitol. Please make your reservations at least two weeks in advance. To make your reservation or to cancel, please call (225) 342-0500 or 1-800-488-2968 as soon as possible

Cost

There is NO admission for organized school groups.

Class Size and Chaperones

Large groups will be divided into smaller groups of 10-20 students. Please keep this in mind when planning your visit. You must bring 1 chaperone for every 10 students.

The Tour

Upon arrival, students and teachers will be directed to the 1882 House Chamber to view the multimedia film for a brief orientation of the building. The tour lasts approximately 45 minutes.

Driving Directions

Traveling on I-10

Take I-110 North, toward downtown Baton Rouge.

The first exit off I-110 is Convention Street. It is a left exit.

Exit Convention Street.

Travel on Convention Street until you reach Lafayette Street.

Turn left on Lafayette Street.

Lafayette Street dead-ends at the Old State Capitol at North Boulevard.

Turn left on North Boulevard and park in front of the Old State Capitol to unload buses.

Parking

Parking for school buses- park on North Boulevard in front of the Old State Capitol.

Handicap accessibility- enter on the south side of the building.

Dining options

The grounds of the Old State Capitol is a perfect spot for a picnic lunch. Feel free to use the grounds before or after your tour. There are several fast food restaurants within 2 miles of the Old State Capitol.

Please call (225) 342-0500 or 1-800-488-2968
between 8:00am and 4:00pm to make your reservation.

A letter will be sent to your school confirming the time and day of your reservation. If you need any additional information, please call the number provided above.

COLOR THE STATES OF THE LOUISIANA PURCHASE
ACTIVITY #2
(Grades K-4)

On a blank map of the United States, color all the present day states that were part of the Louisiana Territory.



Louisiana, Arkansas, Missouri, Iowa, Minnesota, Texas, Oklahoma, Kansas, Nebraska,
South Dakota, North Dakota, New Mexico, Colorado, Wyoming and Montana

LOUISIANA PURCHASE FIND A WORD
ACTIVITY #3
 (Grades K-4)

Find and circle the following words:

Treaty

Purchase

Port

Jefferson

Monroe

Napoleon

Orleans

Acre

Territory

Louisiana

River

Livingston

J	X	P	U	R	C	H	A	S	E	L
X	E	J	E	K	P	U	Y	C	T	I
M	B	F	P	S	A	T	C	Q	E	V
O	P	F	F	J	A	B	R	A	R	I
N	K	O	Y	E	R	E	V	I	R	N
R	A	C	R	E	R	S	S	P	I	G
O	D	T	D	T	E	S	M	A	T	S
E	N	A	P	O	L	E	O	N	O	T
O	R	L	E	A	N	S	X	N	R	O
L	O	U	I	S	I	A	N	A	Y	N

LOUISIANA PURCHASE

GLOSSARY

de Barbe-Marbois, Marquis Francois

Statesman who negotiated the Louisiana Purchase for the French government and Napoleon Bonaparte in 1803.

Bonaparte, Napoleon

Corsican-born Emperor of France and King of Italy who began his career as a soldier, supporter of the French Revolution and leader of French forces against Britain, Austria, Russia and Sweden. He authorized the sale of French-owned Louisiana to the United States in 1803.

Cabildo

Government structure in New Orleans that housed the transfer ceremony between France and the United States in 1803.

Claiborne, William C.C.

Sent by Thomas Jefferson to New Orleans with General James Wilkinson to transact the transfer of the region of Louisiana to the United States. He was then appointed governor of the territory and later became first statehood governor of Louisiana.

French and Indian War

War between France and Great Britain from 1756 to 1763 that determined control over the colonial territory of North America.

Jefferson, Thomas

Political figure, diplomat, scientist, architect and author from Virginia. Jefferson served in the Continental Congress from 1775 to 1776. He was the U.S. Secretary of State under President George Washington from 1790 to 1793, vice president and president from 1801-1809. Jefferson authorized the purchase of the colony of Louisiana in 1802 and 1803.

King Charles III

King of Spain who came to France's aid in wars against the British. Unfortunately, Spain lost some of its own valuable colonial territories when Britain won. To keep the British from getting West Louisiana (and to compensate King Charles for his losses), King Louis XV secretly gave the territory to Spain in 1762.

King Louis XIV

King Louis XIV had mixed feelings when French explorer La Salle claimed Louisiana for France and named it for him. He realized the addition of the Louisiana Territory would greatly enhance France's colonial empire. On the other hand, he knew defending and colonizing it would cost a lot of money.

King Louis XV

The great grandson of Louis XIV who came to the throne in 1715 at the age of 5. During his reign, France lost most of its colonial possessions in North America to the British. In the peace treaty of 1763, Britain was awarded the Louisiana Territory east of the Mississippi River. However, a year earlier, to keep Britain from getting the western part, King Louis XV gave it to his cousin, King Charles III of Spain.

de La Salle, Sieur Rene Robert Cavalier

French explorer in North America who led an expedition down the Mississippi River and claimed the geographic region for King Louis XIV of France. He named the area "Louisiana."

Lewis, Meriwether

Meriwether Lewis and William Clark explored the Louisiana Purchase Territory in 1804 in an expedition across the Rocky Mountains to the Pacific Coast. A journal of their discoveries was published in 1814.

Livingston, Robert

Ambassador to Paris who was given the authority by President Thomas Jefferson to negotiate to purchase the colony of Louisiana from France in 1802.

Mississippi River

Largest river in North America, with major tributaries draining an area of approximately 1,200,000 square miles. This river was a major transportation route to the city of New Orleans.

Monroe, James

Revolutionary War veteran, member of the Continental Congress, governor of Virginia and ardent supporter of Thomas Jefferson. Monroe was sent to France in 1802 to help Robert Livingston negotiate the Louisiana Purchase. He was elected president in 1816.

New Orleans

Center of commerce in the lower Mississippi River Valley. The United States wanted to own this city in order to gain access to the Gulf of Mexico and trade routes in and out of the interior of North America.

Republic

Government having a chief of state who is not a monarch. The supreme power of the republican government resides in a body of citizens that are entitled to vote for officers and representatives.

de Tallyrand, Charles-Maurice

French foreign minister during the transfer of the Louisiana Purchase.

Territory

Geographic area owned by a particular country or government.

Treaty of San Lorenzo (also known as Pinkney's Treaty)

Treaty between the United States and Spain in 1795 to fix the boundary of the U.S. at 31 degrees North latitude and give Americans commercial rights on the Mississippi River through Spanish-held territory.

Treaty of San Ildefonso

Secret treaty that restored the colony of Louisiana to France from Spain in 1800.

Wilkinson, James

General who was a co-representative with W.C.C. Claiborne in receiving Louisiana from France.

Internet Resources and Suggested Reading

Websites

Louisiana Secretary of State	www.sec.state.la.us
Louisiana's Old State Capitol	www.sec.state.la.us/osc
Louisiana Purchase Bicentennial Commission	www.louisianapurchase2003.com/louisiana.cfm
Historic New Orleans Collection	www.hnoc.org
Louisiana State Museum	www.lsm.crt.state.la.us
Monticello- Home of President Thomas Jefferson	www.monticello.org
Napoleon Bonaparte (in French and English)	www.napoleon.org
National Archives- Louisiana Purchase Treaty	www.nara.gov/exhall/originals/loupurch/html
Lewis and Clark Internet Archive	vpds.wsu.edu/LCExpedition/Resources/index.html
Lewis and Clark Series- PBS Online	pbs.org/weta/thewest/wpages/wpgs610/louispur.htm

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